

Unit Planning Guide: Grade _K_ Unit _6_ of _8_

Unit Title: Becoming a Reader	Pacing (Duration of Unit): 4 weeks
Grade: Kindergarten	Buffer Day(s): 3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**
- MA.W.K.3a With prompting and support, write or dictate poems with rhyme and repetition.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or

<ul style="list-style-type: none"> • L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). • L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. • L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • RL.K.5 Recognize common types of texts (e.g., storybooks, poems). • RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <p>*These standards are taught throughout the year</p> <ul style="list-style-type: none"> • SL.K.1a * Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion. • L.K.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.K.1b* Use frequently occurring nouns and verbs. • L.K.6 * Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • RL.K.4* Ask and answer questions about unknown words in a text. • RL.K.10* Actively engage in group reading activities with purpose and understanding. • RI.K.4* With prompting and support, ask and answer questions about unknown words in a text. • RI.K.10* Actively engage in group reading activities with purpose and understanding. 	<p>supports.</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Sounding out words helps us write • Good writing needs to follow a format. • Punctuation, Capitalization and spacing helps us communicate ideas. • The sounds that make up words can be manipulated to make up new words and change meaning. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we need to sound out words? • Why are there rules for writing? • What does a good sentence look like? • How can word play help me understand reading and writing?

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Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • what a consonant and vowel is • that they can spell words by writing the letters of the sounds they hear in words, and that making errors is part of the process of spelling (inventive spelling) • what a sentence looks like and the format a sentence must be in. (begins with a capital letter, spaces between words, punctuation) <p>Key Academic Vocabulary -</p> <ul style="list-style-type: none"> • consonants • vowels • Punctuation • Spelling 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Writing letters that correspond to sounds (knowledge, application) • Identifying consonants and vowels (knowledge) • Writing a simple sentence(knowledge, application)